

Gift Rap

Congratulations, Destination Imagination Teams!

Three teams from James A. Garfield Local Schools competed in the 2007 Destination Imagination regional tournament at Aurora High School on Saturday, March 17, 2007.

All of the students and team managers represented the district well at the creative problem-solving competition.

The James A. Garfield Local Schools Teams were: the Flaming Dinomites, The Dilicious

Divas, and the Diligent Disciples Eating Pickles.

These dedicated, hard-working parents, teachers, and students are already preparing for next year's Destination Imagination challenges.

Creative thinking, recycling, and problem-solving are hallmarks of the DI program. Teams solve challenges and create and present an eight minute skit to the judges. Parent-coaches super-

wise but must let the kids create the solution on their own. While preparing the team challenge, teams also practice "instant challenges." This second phase of competition teaches the students to think on their feet!

Mr. Hatcher would like to thank all the volunteers, appraisers, and team managers for donating such exceptional time, energy, and creativity to this worthwhile program!

College Seminar a Success!

On March 29, students in grades 7-12 at J. A. Garfield were invited to the middle school library to learn about preparing for college.

Lisa Mascellino, from the Office of Admissions at Kent State University, shared information about college planning, choosing a college, and other college issues and answered questions from the J. A. Garfield students.

Lisa began the seminar with a visualization exercise, asking the student to picture their lives ten years in the future. Based on students' expectations for their careers in ten years, Lisa then focused her presentation on practical implications of the college experience on job satisfaction and success later in life, including the impact of a college and career choice on fi-

nances and personal growth.

The seminar also focused on choosing appropriate middle and high school courses in preparation for college.



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Gifted Program Goals

- Enrich and enhance the curriculum at all levels for identified gifted students
- Develop and expand gifted services to meet the needs of students at all grade levels
- Create and implement staff development activities that will provide teachers with strategies to assist them in the identification and differentiation of services for gifted students
- Provide classroom and gifted teachers with materials and resources to provide for the needs of gifted students
- Develop services to meet the social, emotional, physical, and academic needs of gifted students

Middle and High School News

The Career Seminar which was “snowed out” back in February has been rescheduled for mid-May. Professionals from a variety of careers in the community and region will join students from grades 7-12 in J. A. Garfield to discuss careers. Students will have the opportunity to question these professionals about how to prepare or train for certain careers, how to decide on a career, what different careers are like, and other interesting career issues.

Freshmen and sophomores have been meeting monthly with Mrs. Winters and Mr. Hatcher to investigate the connection between personality profile and



effective leadership, what makes a good mentor, and other social/emotional topics.

In March, sophomores and eighth graders had the opportunity to get to know each other during a shared lunch period in the middle school library, where they interacted with each other through leadership games and interviewing activities. They are working on developing mentoring relationships so that the transition period from middle school to high school is a smooth one.

Gift Rap On-line

To improve efficiency, reduce paper usage, and increase exposure, *Gift Rap* will be published exclusively on-line beginning in 2007.

The newsletter will be available on the Gifted Services web page of the James A. Garfield Local web site. The web address of the James A. Garfield Schools is <http://garfield.sparcc.org>.

There is a link to the Gifted Services page from the District Home Page.

Parents are encouraged to visit the Gifted Services web site regularly. Besides *Gift Rap*, important events, information, and updates are posted.

Because access to the internet may not be available for all, hard copies of *Gift Rap* may still be sent home. Please con-

tact Mr. Hatcher or Mrs. Winters if you would still like to receive a hard copy of *Gift Rap* through the mail.



Visual Arts Enrichment

In February, a watercolors workshop was held at J. A. Garfield Elementary School for students identified as gifted in visual art. Students in grades three through twelve explored watercolor media with local artist Connie Knop.

Mrs. Knop coached students

as they experimented and explored the multiple possibilities of watercolor with various papers and surfaces. Many



fantastic pieces were created during the workshop, organized by Mrs. Kristine Gilmer, art teacher at the Middle School.

The James A. Garfield School community is fortunate to have such a talented artist in residence! Thank you, Mrs. Knop!

What's Happening in our Classrooms!

The school year has been sailing along smoothly, except for a few snow days! Here are some examples of what has been occurring in the elementary and intermediate classrooms with Mr. Hatcher:

- First grade students have worked on descriptive writing, adding details to writing, word choice, and sequencing. In addition, students have been writing letters in “friendly letter” format.
- Second graders have used dictionaries and thesauruses, worked on inference and drawing conclusions, and also studied cause and effect.
- In the third grade, students have participated in Reader’s Theatre activities, studied sequencing and categorizing, and engaged in many critical thinking exercises. Students have completed several writing projects. Mrs. Rybak’s class is also working on a biography project.
- Literature circles, the study of personification, thesis statements, vocabulary activities, fables, and retelling versus summarizing are some of the activities that students have explored in the fourth grade.
- Fifth graders have been involved with a large project about the novel *Johnny Tremain* by Esther Forbes, a novel about the American Revolutionary War. This project uses a web quest to evaluate how accurate the author portrays some of the characters and historical events.
- The sixth grade classes have explored several choice boards of activities while studying mysteries, Africa, and a biography of Abraham Lincoln. A menu of choices was developed for Mrs. Wasko’s “significant individual” research project. Students have also completed a RAFT activity, where students choose a Role, direct the task toward a specific Audience, use a specific Format—such as a poem, letter, or advertisement—based on a particular Topic.

More Visual Arts Enrichment

In March, Mrs. Frato-Sweeney, art teacher at J. A. Garfield High School, led a large group of students and parents to Playhouse Square in Cleveland. Upon arrival, the group sketched in the ornate lobby of the Palace Theatre.

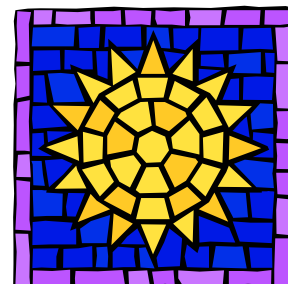
After sketching, the director of education for Playhouse Square Center took the group

for a tour of three of the theatres at Playhouse Square Center.

Finally, we met with a scenic artist and explored stage development and design. Students were fascinated with the various opportunities backstage for visual art talents.

While exiting the Center, the group investigated the WVIZ IdeaStream offices, and radio

and television studios. On the way back to the high school, students and parents lunched at the West Side Market in Cleveland.



Gifted Services

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On the web:

[http://
garfield.sparcc.org/HighSchool/
Gifted2.cfm](http://garfield.sparcc.org/HighSchool/Gifted2.cfm)

Thinking Challenge

Six Experts

Six experts in their respective fields are on a train trip together. They sit in the train car facing each other in groups of three. They are a writer, an archaeologist, a musician, a newspaper critic/essayist, a playwright, and a poet. Each has written books in his special field and each is now reading a book by one of the others.

From the ten facts given below, state each man's profession:

1. A is reading essays.
2. C is reading a book written by the person sitting opposite him.
3. B is sitting between the essayist and the musician.
4. E is sitting next to the playwright.
5. The essayist is sitting opposite the archaeologist.
6. D is reading a book written by the playwright.
7. A is sitting in a corner and has no interest in archaeology.
8. D is sitting opposite the novelist.
9. E is reading a book written by the musician.
10. F has never read a book of poetry. Obviously, he is not a poet.

Answers from December Issue *Thinking Challenge*

1. You may have reasoned, "From twenty-four I must subtract two, since the long hand did not pass the short hand at either the start or finish of twenty-four hours." But 22 is not the answer! The right answer is 21. If you doubt us, use your watch to check the answer; you will see that the long hand passes the short hand only once between eleven o'clock and one.
2. The students, from highest to lowest, rank as follows:
F,
A and B
C
E
D